



## **Learning Objectives**

**HIST 1112** satisfies one of Kennesaw State University's general education program requirements. It addresses the **SOCIAL SCIENCES** general education learning outcome(s). The learning outcome states: Students analyze the complexity of human behavior and how social, historical, economic, political, or spatial relationships develop, persist, or change.

For more information about KSU's General Education program requirements and associated learning outcomes, please visit [http://catalog.kennesaw.edu/preview\\_program.php?catoid=14&moid=1248](http://catalog.kennesaw.edu/preview_program.php?catoid=14&moid=1248)

## **COURSE GOALS AND OBJECTIVES**

1. Students will be able to distinguish history as a field of academic study.
2. Students will be able to describe the general narrative of human social development with attention to the interaction between civilizations and to the interplay of change and continuity in the human experience.
3. Students will make connections between major historical periods and compare the important political, social, economic, cultural, and ideological characteristics of each.
4. Students will be able to compare specific historical events and periods in history and place them accurately in chronological relation to other events and cultural developments.
5. Students will be able to identify characteristics of cultural diversity in the world.
6. Students will be able to distinguish recurring themes in human experience.
7. Students will compare the relationship between technological and social change.
8. Students will be able to identify major geographic place-names relevant to world history and contemporary affairs.
9. Students will be able to identify particular historical events within a broader historical context.

## **Kennesaw State University Academic Calendar**

[http://registrar.kennesaw.edu/calendars/fall\\_2015.php](http://registrar.kennesaw.edu/calendars/fall_2015.php)

## Academic Integrity Statement



Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of Conduct addresses the university's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement. See also <https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>. Cheating and plagiarism will result in a failing grade for the class. Examples of Plagiarism Avoidance websites:

<http://plagiarism.org/>



[Home - Plagiarism.org](http://www.plagiarism.org)

plagiarism.org

Plagiarism is a common (and often misunderstood) problem that is often the result of a lack of knowledge and skills. Our mission is to support the education community ...

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<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

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[How to recognize and avoid plagiarism - indiana.edu](http://www.indiana.edu)

[www.indiana.edu](http://www.indiana.edu)

Plagiarism: What It is and How to Recognize and Avoid It What is Plagiarism and Why is it Important? In college courses, we are continually engaged with other people ...

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### **ADA Compliance:**

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Department of Student Success Services. Students requiring such accommodations are required to work with the University’s Department of Student Success Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need

for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. For more information please visit their website, [sss.kennesaw.edu/sds](http://sss.kennesaw.edu/sds).

Contact information is as follows:

SDS Email: [sds@kennesaw.edu](mailto:sds@kennesaw.edu)

Primary number for Kennesaw campus: [470-578-2666](tel:470-578-2666)

Primary number for Marietta campus: (470) 578-7361

### **Attendance Policy:**

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*Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.*

### **Academic services**

SDS <http://sds.kennesaw.edu/>

SDS email address: [sds@kennesaw.edu](mailto:sds@kennesaw.edu)

Primary number for Kennesaw campus: [470-578-2666](tel:470-578-2666)

Primary number for Marietta campus: (470) 578-7361.

Assistant Director & Services Coordinator for Kennesaw Campus -  
Nastassia Sanabria

Manager & Services Coordinator for Marietta Campus - Katie Fahn

### **Netiquette**

#### **[Netiquette Resource Page](#)**

The term netiquette is commonly used in reference to popular forms of online communication, including email, forums and chat. It is derived from “Network and Etiquette”, and “Internet and Etiquette”. It is the set of social conventions that guides interaction over networks. These may include email, blogging, chat, discussion board, and white board etiquette. While some netiquette issues are technical in nature, most concern how people relate to each

other. Once the technical nuances are grasped, online etiquette is not much different than offline etiquette.

## Academic Support

Students will find a variety of links to support for online learners at

<http://learnonline.kennesaw.edu/resources/index.php>

✓ Required access



Login	Welcome
<p><b>Username:</b> <input type="text"/></p> <p><b>Password:</b> <input type="password"/></p> <p>Please note your password is case sensitive.</p> <p><input type="button" value="Login"/></p> <p><a href="#">Forgot Password?</a></p>	<p>This portal provides access to the K Use your KSU NetID to login.</p> <p>For additional information on D2L tr <a href="#">here</a>.</p> <p><a href="#">Please click here for a System Chec</a></p>

Pay attention as the System Check runs. Make sure you address any problems with your browser version, browser settings, or display settings.

**For this course you will be required to purchase McGraw-Hill Education Connect® access for Traditions & Encounters: A Global Perspective 6<sup>th</sup> edition, by Jerry Bentley.**

**You are not required to have a print text and please be aware if you purchase a print textbook you will still need to purchase Connect access.**

### Connect Required Syllabi Insert (all digital)

For this course you will be required to purchase McGraw-Hill Education Connect® access for **Traditions and Encounters: A Global Perspective on the past 6th** edition by Jerry Bentley. You are not required to have a print text and please be aware if you purchase a used textbook you will still need to purchase Connect access.

Connect access can be purchased during registration for the program, or Connect codes are available in the bookstore. If you would like a print version of the text to accompany the Connect program a print-upgrade option is available via Connect. This will be a full color binder-ready version of the text and can be purchased from the Connect homepage once you've registered.

 **Information on REQUIRED course material:**

Title	Edition	Author	Publisher	ISBN
<b>Connect for Traditions and Encounters: A Global Perspective on the Past.</b>	6th	Jerry Bentley	McGraw-Hill Education	9780077504878 – 180 days access
				9780077504830 – 360 days access

Title	Edition	Author	Publisher	ISBN
<b>Connect for Traditions and Encounters: A Global Perspective on the Past.</b>	6th	Jerry Bentley	McGraw-Hill Education	<b>9780077504878 – 180 days access \$85.00</b>
				<b>9780077504830 – 360 days access \$100.00</b>

 **INSTRUCTIONS ON HOW TO ACCESS CONNECT**

Go to START Here on D2L and Find the file called MCGRAW-HILL CAMPUS & CONNECT...STUDENT QUICK START GUIDE FOR DESIRE2LEARN



## Technical Requirements

### Accessibility:

MH Connect: <http://www.mheducation.com/about/accessibility.html>

D2L accessibility: <https://www.d2l.com/accessibility/>

You will need a computer with a sound card.

You need dependable internet access to D2L Brightspace

You will need Microsoft Office Suite including Microsoft Word, Microsoft Explorer, PowerPoint, and Flash. You can download a free clone version of MS Office at <http://www.openoffice.org> • if you have Windows, make sure Windows Media Player is NOT set as the default wmv and mp4 player. There can be format conflicts with Windows, and the files won't run. RealPlayer (<http://www.realplayer.com>) and iTunes will work fine.

You will also need Adobe's Flash Player and Adobe reader, both available free from <http://www.adobe.com/> -

For this course you will be required to purchase McGraw-Hill Education Connect® access for Traditions & Encounters: A Global Perspective 6<sup>th</sup> edition, by Jerry Bentley. You are not required to have a print text and please be aware if you purchase a print textbook you will still need to purchase Connect access.

VoiceThread: <http://voicethread.com/about/features/accessibility/>

Panopto: <http://support.panopto.com/documentation/viewing/accessibility-features>

Kaltura:

<http://corp.kaltura.com/sites/default/files/Datasheets/Kaltura%20Accessibility%20Datash eet.pdf>

SoftChalk: <http://softchalk.com/products/softchalk/accessibility>

MS Office: <http://www.microsoft.com/enable/products/office2013/default.aspx>

YouTube: <http://www.google.com/accessibility/all-products-features.html>



😱!! **Technical Support is your responsibility.** If a document or lecture does not open for you, let your professor know. Your professor may be able to answer common or more universal problems. If the problem is on your end (your computer, software, modem, internet connection), it is your responsibility to find someone on your end to help you with the problem. If you are on KSU campus, you can visit the UITS help desk (<http://uits.kennesaw.edu/support/>). If off campus, please call the Student UITS support group (470-578-3555) or email [studenthelpdesk@kennesaw.edu](mailto:studenthelpdesk@kennesaw.edu). For issues with Connect contact McGraw Hill representative (contacts on your Connect page).



## How to study?

The course lasts 7 weeks.

The first post is your Introduction –CLASS LOUNGE. It is graded as well, 25 points.

### **INTRODUCTION.**

Your introduction is 25 points. Make it interesting and fun. Rely on your social media experience. Write about your studies, your life, your hobbies. Post interesting picture –inside your post. Paste your image into box. (Note: You may need to reduce the size of your image if it is going off the screen. This is easy to do. Go to the corner of your image. Right click and hold the corner and drag inward at a diagonal to shrink the picture. You can also increase the size of your windows box in the same fashion)

### **BLOGS**

There are 7 blog posts. Each week you have to read and study chapters as indicated in CONNECT and on D2L. Each week you have to study questions after chapters. I monitor your activity on Connect.

There are 7 weeks with BLOGS.

Each week you have to add your post and 2 comments by Sunday 10 pm in the appropriate blog. CHOOSE ANY TOPIC FROM THE Assigned CHAPTERS for that week. You cannot use textbook images, you cannot repeat the image used by your classmates, you have to find YOUR OWN< AND UNIQUE.

**GO TO MUSEUM SITES, LIKE BRITISH MUSEUM, HERMITAGE, PUSHKIN MUSEUM, PRADO, METROPOLITAN, AND GOOGE.**

**Posts and Comments: Examples.**

1. This unusual plaited-straw helmet-shaped hat is very similar in both shape and ornament to contemporary steel military helmets. However, this highly decorative example was likely worn by a high-ranking official for festive peacetime occasions. From 16th century Spain.

Comment (as an example):It seems so vain to make a helmet-shaped hat out of straw due to the fact that it wouldn't provide much protection from anything other than the sun. However the amount of time that had to have gone into this piece is remarkable, showing that this hat has some other purpose; maybe it was made for an emperor or king.

2. This is a Nao Victoria's Replica built in Punta Arenas, Chile. The Victoria is a Spanish carrack and the first ship to circumnavigate the world. The Victoria was commanded by Portuguese explorer Fedinand Magellan and was named after the church of Santa Maria de la Victoria de Triana. The Victoria was an 85 ton ship and had a crew of 42. On the Spanish Expedition Victoria was the only of five ships to return from the voyage.

Comment (as an example): This ship not only looks very cool but it also must have been built with the most extreme precision and care considering it had to tackle the task of sailing around the entire globe! The fact that it was the only ship out of 5 to survive the voyage really says something about it's craftsmanship

**Be prepared for the changes in schedule. Reasons: D2L and Connect at times experience tech issues. In that case we have to move exams and assignments. At times there is an unexpected maintenance.**

**WHAT TO DO???????**

**YOU HAVE TO READ YOU CAMPUS EMAIL ALL THE TIME TO BE AWARE OF CHANGES.**

**USE ONLY YOUR KSU ACCOUNT TO CONTACT YOUR PROFESSOR.**

**USE ONLY [kvladimi@kennesaw.edu](mailto:kvladimi@kennesaw.edu) TO CONTACT YOUR PROFESSOR, DO NOT SEND EMAILS via D2L.**

## 🤔!! Grades and Assessments

**Final grades for the course are based on a possible 600 points in total**

**400 points (4 Exams, each**

**100 points) + 200 points (7 weekly Blogs, and 1 blog Introduction= each 25).**

### **Grades DESTRIUTION**

**600-500-A 500-400-B 400-300-C 300-200-D 200-0-F**

**I**—Indicates an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair's office.



### ***EXAMS on CONNECT***

***There are 4 exams on Connect. Each is 100 points.*** Know the dates posted on CONNECT. **points. Know the dates. Go to Connect, check!! Double check!!!** Each exam consists of multiple choice Q/A, 50 or 100 questions each.

### ***Makeups and Missed or Late Assignments***

***THERE ARE NO MAKE UP EXAMS UNLESS YOUR SITUATION IS EXCEPTIONAL AND DOCUMENTED***

*All work must be submitted on time according to the instructions provided. Post to the blog early in the week. The instructor is not responsible for technological difficulties. Please prepare to be on campus in the case of technology issues. Please note that students may also contact the Student Help Desk for all problems related to technology. More information can be found at: <http://uits.kennesaw.edu/new/studenthelpdesk.html>*

## **BLOGS IN D2L**

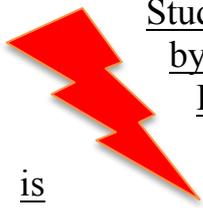
**There are 7 weekly blog assignments on D2L under DISCUSSIONS. 175 POINTS FOR ALL, Each is 25 points, !!VERY IMPORTANT: If you miss the equivalent of MORE THAN two weeks' posts and comments to the discussion board you will be assigned a failing grade for ALL!!! Blog assignment. I check your work every week, but the final grade for all blog posts and comments will be given ONLY at the end of the semester. !! Once again, if you miss MORE than 2 weeks of BLOGS - you will not get points -you get NO points for ALL BLOGS.**



## **BLOGS IMPORTANT!!!!**

7 WEEKS-175 POINTS. Surf the Internet for an image of architecture, art, or an artifact from the time period and culture(s) discussed in that week's lectures. START YOUR SEARCH ON GOOGLE AND GO TO SUCH SITES AS THE BRITISH MUSEUM, FOR INSTANCE. The image will be copied and posted to the DISCUSSION BOARD with a logical, complete

paragraph, a text explaining what this image/object tells us, where did you find it, what do you find appealing or interesting about it. In addition, students will comment upon 2 of their classmates' postings.



Students may NOT post an image that has previously been posted by themselves or a classmate or is used in the lecture PowerPoint. Please, do not submit maps, “recreations,” or other modern representations of the past (example: modern image of Shiva is not appropriate vs. a statue of Shiva from the 10th c. is appropriate). In addition, students will comment upon TWO of their classmates' postings using the “Reply” function.

## **HOW to create your BLOG entry IMPORTANT!!!!!!**

- 1) Open a new Internet tab.
- 2) Surf the net to find an appropriate image (it must relate to both the civilizations AND time period covered for the week.
- 3) Right click on the image and select copy.
- 4) Then go back to your weekly course content page for the course in D2L
- 5) Go to the APPROPRIATE discussion thread.
- 6) Click on the “Compose” button.
- 7) In the subject box, give your image a title such as “Egyptian Vase” or “Gothic Cathedral.”
- 8) Paste your image into box. (Note: You may need to reduce the size of your image if it is going off the screen. This is easy to do. Go to the corner of your image. Right click and hold the corner and drag inward at a diagonal to shrink the picture. You can also increase the size of your windows box in the same fashion)
- 9) Add some spaces, and then give a brief description of the architecture, art, or an artifact you have selected and what it says about the topic of this week’s studies. Remember to add comments to 2 other posts by your classmates. If you are the first students to post for the week, it means you will to return later in the week to post comments.

Make sure you comment on your classmates’ entries before leaving the blog.



### **Posts and Comments: Examples**

1. This unusual plaited-straw helmet-shaped hat is very similar in both shape and ornament to contemporary steel military helmets. However, this highly decorative example was likely worn by a high-ranking official for festive peacetime occasions. From 16th century Spain. I found it on ...site. It was suspiring to learn...It is related to ...

Comment (as an example): It seems so vain to make a helmet-shaped hat out of straw due to the fact that it wouldn't provide much protection from anything other than the sun. However the amount of time that had to have gone into this piece is remarkable, showing that this hat has some other purpose; maybe it was made for an emperor or king.

2. This is a Nao Victoria's Replica built in Punta Arenas, Chile. The Victoria is a Spanish carrack and the first ship to circumnavigate the world. The Victoria was commanded by Portuguese explorer Ferdinand Magellan and was named after the church of Santa Maria de la Victoria de Triana. The Victoria was an 85-ton ship and had a crew of 42. On the Spanish Expedition Victoria was the only of five ships to return from the voyage. I don't find it at ... site. It is important because... I learned that....

Comment (as an example): This ship not only looks very cool but it also must have been built with the most extreme precision and care considering it had to tackle the task of sailing around the entire globe! The fact that it was the only ship out of 5 to survive the voyage really says something about its craftsmanship

## CONNECT EXAMS (DATES MIGHT CHANGE)

The screenshot shows a Firefox browser window displaying a course page on connect.mheducation.com. The page lists several chapters and exams with their respective dates and icons for information and visibility. The sidebar on the right includes a 'LEARNSMART' logo, a 'Section performance' section indicating no reportable submissions, a 'your recorded lectures' section, and a 'bookmarks' section.

Chapter/Exam	Start Date	End Date	Info Icon	Eye Icon
Chapter 28. Revolutions and National States in the Atlantic World	06/25/18	07/01/18	ⓘ	👁
Chapter 29. The Making of Industrial Society	07/02/18	07/08/18	ⓘ	👁
Chapter 31. Societies at Crossroads	07/02/18	07/08/18	ⓘ	👁
Chapter 32. The Building of Global Empires	07/09/18	07/18/18	ⓘ	👁
Chapter 33. The Great War: The World in Upheaval	07/09/18	07/18/18	ⓘ	👁
Chapter 34. An Age of Anxiety	07/09/18	07/18/18	ⓘ	👁
EXAM ONE	06/09/18	06/10/18	ⓘ	👁
EXAM TWO	06/23/18	06/24/18	ⓘ	👁
EXAM THREE	07/07/18	07/08/18	ⓘ	👁
FINAL	07/21/18	07/22/18	ⓘ	👁



- Missing necessary citations.
  - Show lack of coherence, or many errors in grammar, spelling, punctuation or usage.
- F = Failing (47-0 points). Your essay will receive an F if it meets ANY of the criteria below:
- Does not meet the minimum requirements for a D.
  - Shows clear evidence of plagiarism.
  - Does not fulfill the requirements of the assignment, including failing to answer ALL parts of the question.
  - Contains unacceptable amount of compositional errors.
  - Written in stream of consciousness or incoherent argumentation (babbling).

### **Answering the question**

The greatest problem in writing a history essay is deciding exactly what is required from a given question. Frequently students lose most marks by failing to answer the question and only providing information on the topic in general, so this weakness deserves close attention. It means that selecting and interpreting the information most relevant to the question is important and doing the reading that this requires is the first stage.

Having read some of the material and become aware of the issues it addresses and what might be important and gathered a comprehensive set of notes you must be able to select the most relevant material and be able to use it to ask as well as to answer questions.

In its simplest form, failing to answer the question may simply mean getting the subject wrong: asked to write an essay on the Truman Doctrine you write one on the Eisenhower Doctrine. The only way to avoid this is to read the question thoroughly and think carefully. But such basic errors are very rare.

Another problem is when only half of a question is answered. ‘Why, and with what consequences, did the USA intervene in Guatemala?’ requires you to answer both parts. Too often this kind of question is simply answered from the viewpoint of ‘Why?’; you also need to say something about the results of US intervention. Far more common is a failure to direct your answer specifically at the question. It is very easy to slip into writing ‘all I know about’ a particular issue.

For example, when faced with the question: ‘How far was the USA responsible for the onset of the Cold War?’ you might mistakenly either write a general history of US foreign policy in the years after 1945 or a general account of the early years of the Cold War. Obviously some points about US foreign policy are needed here; details of the early Cold War years are certainly needed. But you must direct yourself at the question, looking at the USA’s role in the early Cold War years in some detail, and then assessing (e.g. by looking at the role of the Soviet

Union) the significance of this in leading to conflict.

Always think about exactly what the question requires in order to answer it effectively and plan your essay accordingly.

This crucial operation should not be left until the end of your reading but should go on continuously throughout. As your reading progresses, decide on which books or articles are most relevant. Then plan the stages of your argument in more detail. What specific points need to be made? In what order and with what relative emphasis? Can they be clarified by well-chosen examples or quotations? Planning your essay will help you to avoid the pitfalls mentioned below.

Answers can be unbalanced if too much time is spent on background and not enough on the essence of the problem; too much can be written on one theme when numerous issues need to be discussed.

A particular problem with history questions is slipping into a purely chronological narrative. It is very easy to produce a list of facts and dates without argument or analysis. But factual material should be used as a 'skeleton' around which an analysis is based. (The opposite problem is a diatribe: all opinion and no evidence).

An answer needs analysis. You cannot get away with 'yes' or 'no' even if the question could be answered in this way.

### **Structure**

An essay needs to have a paragraph structure through which the argument that is appropriate to answer the question is developed. Ideally, this should include an introduction to 'set the scene' or to indicate how the argument is going to develop; a number of paragraphs, each dedicated to a particular element in an answer; and a conclusion which draws elements together, looks back to the original question and reaches sensible and coherent conclusions about it.

When questions ask you to produce a 'list' of factors, e.g. 'Why did the Israelis win the 1967 war against the Arab states?', the structure is fairly easy: each paragraph can look at a particular factor. But questions which ask you to 'discuss' an issue will need more thought. In such circumstances your answer should show that you understand the question and for some questions it will be useful to be aware of different schools of thought on a particular problem (the various ideas put by historians), but that you have a case of your own which you favor, and which you develop in the essay from the analysis and information provided by the readings. You are not required to be completely original and will need to rely on the ideas of others. But, by being aware of the implications of others' ideas and being able to adapt them to what is required by the question, you are constructing something linguistically that will form the best answers but also constitute an element of originality.